


**IMPROVING READING ABILITY
IN THE
LOWER ELEMENTARY GRADES**

ANNIE WHIDDEN HART





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IMPROVING READING ABILITY
IN THE
LOWER ELEMENTARY GRADES

ANNIE WHIDDEN HART

Submitted in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
Florida Southern College

1949

IMPROVING READING ABILITY

IN THE

LOWER ELEMENTARY GRADES

ANNE WILSON BROWN

Published in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
The Ohio State University

1929

APPROVAL

Doctor Clarence L. Murray, Advisor

Reader

Reader

Date submitted to the Chairman
of the Graduate Committee

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ADMINISTRATIVE

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CHAPTER I

SETTING THE PROBLEM

The Problem

General Statement

The study is concerned with showing that the improvement of reading ability not only needs to be a continuous part of the school program, but must also be focused upon:

- (1) the personal and social needs of children to the end that they may live happily and effectively in their group relationships in terms of past progress and the larger goals of the curriculum, and
- (2) the adequacy of the curriculum for pupil growth, content and direction.

Specific Problem

Specifically entailed in the study is the question of how the school program can be adjusted to meet the needs of the reading program for the lower elementary grades. Also,

- (1) What should be the educational philosophy of the teacher toward the reading program?
- (2) How can readiness be determined and developed?
- (3) How do children become maladjusted?
 - a. at home, and
 - b. at school.
- (4) What are individual differences?

Attention will be focused upon points, such as, preven-

CHAPTER I

THE PROBLEM

The Problem

General Statement

The study is concerned with the problem of reading ability not only as it exists in the school program, but what also be looked upon as a social need of children.

(1) The purpose of this study is to determine the relationship between reading ability and the social needs of children in their family and school environment.

(2) The purpose of this study is to determine the relationship between reading ability and the social needs of children in their family and school environment.

Specific Objectives

Specifically, this study is concerned with the problem of reading ability not only as it exists in the school program, but what also be looked upon as a social need of children.

(1) To determine the relationship between reading ability and the social needs of children in their family and school environment.

(2) To determine the relationship between reading ability and the social needs of children in their family and school environment.

(3) To determine the relationship between reading ability and the social needs of children in their family and school environment.

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tion, treatment, correction and educational needs.

Definition of Terms

For the purpose of this study, the term reading will be defined as a process of thinking or experience.

"Reading is primarily an intellectual process, but in order to carry out that process in the normal way certain physical factors are necessary, so that we may say that in reality reading is dependant upon certain psycho-physical co-ordinations or is fundamentally a psycho-physical process."¹

The term improving will mean to make better, more profitable or desirable.

Ability designates the sufficient mental or physical power, capacity, or strength necessary to do a special thing.

Delimitations

1. This study will be confined to the Wauchula Elementary School, Wauchula, Florida, grades one, two, and three, during the school year, 1948-1949.
2. It will be concerned with a program of reading for children with cultural and economic handicaps.
3. Case studies cited range from normal to subnormal.
4. Emphasis will be upon pupils who can profit by individual instruction in the class room. Those with serious mental or physical handicaps will be excluded from the study.

1. Lucille M. Harrison, Reading Readiness, p. 17.

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during the school year, 1948-1949.

2. It will be concerned with a program of reading for

children with cultural and economic handicaps.

3. Case studies cited range from normal to abnormal.

4. Emphasis will be upon pupils who can profit by an

individual instruction in the class room. Those with serious

mental or physical handicaps will be excluded from the study.

J. Lucille M. Harrison, Reading Specialist, p. 17.

Basic Assumptions

1. The major ideal of the American people is equality of educational opportunity. The school must provide this opportunity.

2. Every human being is inherently valuable and therefore has the right to all the help that can be given him in achieving his best development.

The Need for the Study

Every year in the United States, over two million six-year-old children leave their homes to go to school for the first time. They are eagerly looking forward to learning how to read. Reading is, to them, a mysterious ability.

As the months pass by, some make progress while to others reading remains as mysterious as when they entered school. About one in every five will not be promoted at the end of the year. Some children will be promoted in spite of their lack of progress in reading, but unless special steps are taken to overcome their difficulties they will fall farther behind as they go up through the grades. As the poor reader gets older, he becomes increasingly handicapped by his difficulty. Although radio, talking pictures, and television may lessen his difficulties, reading ability is an essential requirement.²

2. Albert J. Harris, How to Increase Reading Ability, pp. 1-2.

Administrative

I. The major part of the report is devoted to a description of the administrative organization of the project. This includes a description of the project organization, the personnel involved, and the administrative procedures followed. The report also includes a description of the project's financial management, including a budget and a statement of expenditures.

Technical

The technical part of the report describes the methods used in the project, the results obtained, and the conclusions drawn. The methods described include the use of a specific technique for the analysis of the data. The results obtained are presented in a series of tables and graphs, and the conclusions drawn are based on a comparison of the results with those obtained in previous studies. The report also includes a discussion of the limitations of the study and suggestions for further research.

Very truly yours,

Director

Enclosed are the following reports:

The fact that many children never learn how to read is not due to a lack of effort on the part of the teacher or the school. Our schools are increasingly recognizing the gravity of this problem, and today are devoting more attention to reading than ever before.³

In the first grade more time is spent on reading than on any other subject. The average teacher in the first grade spends about thirty per cent of the time on reading; some spend as much as fifty per cent.⁴ More money is spent on reading materials in the elementary school than on materials for any other subject. According to one study, the cost of reading in the first six years of school is more than the combined cost of any two other subjects.⁵

Reading is not only the major elementary school subject from the standpoint of time and expense, but it is also one of the chief causes of retardation. The proportion of children repeating grades has dropped in recent years; however, it is still true that more children fail in the first two grades, because of reading, than for any other cause. As high

3. E. Boykin, "Reading Gains in Pedogogical Importance," Education, Volume 58, 1938, pp. 350-352.

4. Helen P. Davidson, "An Experimental Study of Bright, Average, and Dull Children at the Four Year Mental Level," Genetic Psychology Monograph, Volume 9, 1931, pp. 3-4.

5. John A. O'Brien, Reading: It's Psychology and Pedagogy, p. 20.

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3. W. J. Boykin, "Reading in the Elementary School," *Elementary Education*, Volume 11, 1932, pp. 200-202.

4. Helen I. Davidson, "The Question of Reading in the Elementary School," *Elementary Education*, Volume 9, 1930, pp. 1-10.

5. John A. Wilson, "The Cost of Reading in the Elementary School," *Elementary Education*, Volume 11, 1932, pp. 1-10.

as the seventh and eighth grades as many as twenty per cent of failures are directly attributable to poor reading.⁶

Most cases of reading disability are not caused by special types of deficient learning ability, but arise from simple causes such as mental or social immaturity, sensory handicaps, poor motivation, frequent or prolonged absence from school, and exposure to teaching which is inefficient and ineffectual. The task of the teacher is to find out what difficulties are present in each case and then to apply common sense to the problem of overcoming the pupil's handicaps and teaching the things that he has failed to learn.⁷

Incidence of the Problem

In the Wauchula Schools, it was learned that many children presenting personality and behavior problems, were failing to make satisfactory adjustments because of inability to read. Recognizing that there is a correlation between successful school progress and satisfactory adjustment of personality, it was necessary to make a study of children who have difficulty in learning to read.

Related Literature

Most poor readers are handicapped by minor difficulties

6. H. L. Casewell, "Non-Promotion in the Elementary School," Elementary School Journal, Volume 33, 1933, pp. 644-647.

7. J. H. Harris, How to Increase Reading Ability, p. 19.

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That cases of reading disability are not generally
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from school, and exposure to reading while in institutions
and institutions. The fact that the teacher is to find out
that disabilities are present in each case and to apply the
proper course to the nature of the disability is a
more and finding the cause that has caused the disability.

Indication of the disability

In the normal child, it is assumed that reading
from presenting material in a systematic way, and that
try to make satisfactory progress in the learning of reading.
Reading disability is a condition in which the child is
unable to read at a level commensurate with his chronological
age. It is a condition in which the child is unable to
read at a level commensurate with his chronological age.

Causes of reading disability

There are many causes of reading disability, and they
may be grouped into three main categories: sensory
handicaps, social factors, and educational factors.
Sensory handicaps include hearing impairment, visual
impairment, and physical defects of the mouth and
throat. Social factors include lack of social familiarity,
poor motivation, and lack of interest in reading.
Educational factors include fragmentary knowledge, lack
of exposure to reading, and exposure to reading while
in institutions.

which have resulted from one or more causes or conditions, such as, defective vision, inferior instruction, inadequate vocabulary training, poor motivation, too difficult materials, unfavorable working conditions, unfortunate experiences, physical handicaps, low mental ability, and so on.

"The modern world is a reading world. In order to live in the modern world one must read. . . the school is a reading school. The act of reading makes up a large part of school life. Children read in every class. Reading enters into nearly every phase of work in every class."⁸

"Reading is no longer regarded as a school subject to be taught in isolation from all other subjects, but rather as a necessary accompaniment to nearly all human action. From this standpoint, reading in the schools cuts across all subject matter lines. The child reads in the social living period to learn about the habits of bees; in the language arts period to enjoy a good story or to prepare material for a play; in the practical arts period to learn how to make a radio or to learn the best method of making biscuits. In other words, reading helps to orient the child to his world; it is a form of social interpretation."⁹

In a modern reading program the philosophy of learning through experience is reflected. The reading material for the beginner's first reading is developed through experience. His life experiences are discussed and evaluated to the end that they may help him interpret similar experiences of other children of the child's own age as he discovers them on the printed page.¹⁰

8. Eva Bond and Guy Bond, Teaching the Child to Read, pp. 9-10.

9. General Manual accompanying Reading for Interest, Teachers Manuals, Grades I-VI, p. 12.

10. Loc. cit.

Method of Treatment of Data

Chapter II includes various methods of teaching reading and the difficulties encountered in using them.

Chapter III covers the pre-reading period, taking into consideration the abilities and capacities of the individual children. It also includes methods of determination of reading readiness.

Chapter IV includes remedial reading in the primary grades, measurement of abilities in children, and the program in remedial reading instruction.

Chapter V contains the Summary and Conclusions which were arrived at.

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CHAPTER II

METHODS OF TEACHING READING

Reading is the most important subject in the elementary school curriculum. It is essential to the learning of other school subjects. No other subject presents such serious difficulties to the primary teacher. When the lower level techniques have been adequately mastered the higher level abilities become less difficult. Pupils who have made normal progress through the primary grades are not always able to avoid difficulty in mastering skills required for the more complex reading. Many pupils have difficulty in other subjects because of reading deficiencies. Reading comprises highly complex abilities that are not easy to detect.

Mass Teaching

Mass teaching is responsible for difficulty and failure in reading. Reading is difficult to teach by group methods. Often the teacher is required to teach reading to an entire group rather than to teach reading to one pupil at a time. Pupils differ greatly in their needs. An explanation which is clear to a certain pupil may be meaningless to another.

Absence from school may make it impossible for a child to understand the classroom work when he returns. Efforts to follow the explanations may confuse him mentally and dis-

CHAPTER II

METHODS OF TEACHING READING

Reading is the most important subject in the elementary school curriculum. It is essential to the learning of other school subjects. In other subjects, success or failure depends almost entirely on the primary teacher. When the lower level techniques have been adequately mastered, the higher level abilities become less difficult. Teachers have made notable progress through the primary grades and not always with equal attention in a few of the subjects. It is more complex matter. It is difficult to teach in other subjects because of reading deficiencies. Reading competence is the basis of all other school work. It is the key to success in all other subjects.

How to Teach

Teaching is a responsibility. It is a profession. It is a calling. It is a service. It is a duty. It is a privilege. It is a challenge. It is a joy. It is a life. It is a career. It is a vocation. It is a mission. It is a purpose. It is a goal. It is a dream. It is a hope. It is a faith. It is a love. It is a passion. It is a devotion. It is a sacrifice. It is a commitment. It is a promise. It is a covenant. It is a bond. It is a tie. It is a link. It is a connection. It is a relationship. It is a partnership. It is a collaboration. It is a cooperation. It is a teamwork. It is a synergy. It is a harmony. It is a balance. It is a unity. It is a whole. It is a part. It is a piece. It is a fragment. It is a remnant. It is a residue. It is a scrap. It is a remnant. It is a residue. It is a scrap. It is a remnant. It is a residue. It is a scrap.

turb him emotionally. Failure or serious deficiencies would be rare if reading could be taught by individual instruction. Most reading failures could be corrected with reasonable intelligent individual remedial work.

The classroom teacher needs an opportunity to work daily with a single child. The "magic" of some remedial teachers is the individual instruction given. The cause of many of the reading defects is the fact that teaching large classes makes individual instruction impossible.¹

Organic Defects

Many investigators think that all serious difficulties in reading are caused by some organic defect. The normal child should learn to read without serious difficulty. Some reading difficulties, because of organic conditions are not really defects. Left-handedness or left eyedness may hamper the child in reading. These conditions are not defects or deficiencies; they are less frequent than right-handed or right-eyedness. The left handed child finds greater difficulty in acquiring the left-to-right eye movement required for reading than does the right-handed pupil.²

In fact, some writers claim that such characteristics as left-handedness may be the main causal factor involved in

1. A. I. Gates, The Improvement of Reading, p. 4.

2. Ibid., p. 6.

turn his attention. Failure on certain occasions would be rare if reading could be taught by individual instruction. Most reading failures could be corrected with success. Intelligent individual remedial work.

The classroom teacher needs an opportunity to work with a single child. The "mass" of some remedial classes in the individual instruction given. The cause of some of the reading defects is the fact that reading is a complex process and individual instruction is essential.

Remedial Reading

Many investigations have shown that all reading difficulties in reading are caused by simple errors. The simple errors which have been identified in reading are: (1) poor eye-hand coordination, (2) poor eye-foot coordination, (3) poor eye-voice coordination, (4) poor eye-brain coordination, (5) poor eye-hand-foot coordination, (6) poor eye-hand-foot-brain coordination, (7) poor eye-hand-foot-brain-voice coordination, (8) poor eye-hand-foot-brain-voice coordination with the addition of some other factor, (9) poor eye-hand-foot-brain-voice coordination with the addition of some other factor and (10) poor eye-hand-foot-brain-voice coordination with the addition of some other factor and some other factor.

It is the author's belief that the above factors are the cause of most reading failures and that the use of individual remedial work is the only effective method of correction.

many difficulties in reading.

There is a tendency to consider defective psychological processes as causes of difficulties in reading. Some reading difficulties are due to deficiency in visual perception, visual imagery, or visual memory, to visual memory span, poor recognition memory and to weak power of auditory analysis, and the like. A fair presentation of this is found in A. F. Bronner's Psychology of Special Abilities and Disabilities,

"Reading depends upon certain psychological processes as visual perception, visual discrimination, visual imagery, visual memory, visual association, and so on. Defects or deficiencies in one or more of these constituent processes--whether due to organic defects, native or acquired, or to inadequate cultivation, or however caused--would, it was held, interfere with learning to read."³

Another difficulty in reading results from beginning reading before the pupil is physiologically or mentally mature enough to master it. Children whose mental age is less than six years will find most beginning reading difficult. Among reading failures will be found children with a relatively low mental age. Not all reading difficulties are due to organic immaturity of some sort. Immaturity in minor control, perception, vision, and hearing, sometimes plays a role in causing reading difficulty.⁴

3. Ibid., p. 8.

4. Ibid., p. 9.

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are due to organic immaturity of some sort. Immaturity in

motor control, perception, vision, and hearing, sometimes

plays a role in causing reading difficulty.¹

3. Ibid., p. 8.

4. Ibid., p. 9.

In order to prevent reading difficulties resulting from immaturity, the beginning of reading should be delayed until the child has reached the adequate level of maturation. Immaturity because of limited experiences and educational contacts may cause varying degrees in reading difficulty. Limited experience in conversation, playing with pictures and picture books, hearing stories told or read, playing with other children result in limited interests and abilities for learning.

There will be found among the nonreaders and poor readers instances of misleading motivations, strong aversions or dislikes, negative attitudes, and rationalization. Some reading specialists believe that inadequate motivation is the cause of many failures in reading. Reading must satisfy some purpose in the life of the child for it to prosper.⁵ It is important that the child's life be readjusted so that learning to read becomes a help rather than a hindrance.

A common source of difficulty involved in reading is the failure to acquire one or more techniques or skills involved in reading. Inadequate or inappropriate skills should be located and remedial instruction designed to develop those undertaken.

Types of teaching that may be classed as ineffectual are: methods which require everything taught orally to the class

5. Ibid., p. 10.

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instead of methods providing opportunities for individual instruction; materials that are difficult for natural reading; content that is dull or of little worth; overemphasis upon oral reading; overemphasis upon phonetics, word study and drills; failure to provide enough of easy reading; insufficient guidance in reading and failure to attract the pupil's attention.

"The necessity of teaching reading especially the beginning stages, to thirty, forty, or more very different pupils by mass methods often with rather inadequate equipment, is responsible for no small measure of reading difficulties, due to accidents in trial-and-error learning."⁶

"In order to develop many reading abilities teachers use both written and oral activities based on the reading. The written work sometimes consists of printed exercises which accompany the selection in the reading textbook or which are given in the teacher's manual for the textbook. Some teachers choose the exercises according to the children's needs, while other teachers ask the pupils to perform all the exercises irrespective of their needs. Sometimes teachers devise reading exercises, or questions of their own. Classroom observations show that the following types of questions are extensively used: simple recall, true-false, multiple-choice, matching, rearrangement, synonyms, and questions beginning 'how,' 'why,' 'what,' 'tell about,' 'tell the story of,' 'describe,' and 'where.' "⁷

What goes on in the learner's mind is determined by the kind of question, exercise or activity used. There is alert thinking, reproduction of ideas without understanding, some other

6. A. I. Gates, The Improvement of Reading, pp. 11-12.

7. Gertrude Whipple, Children Learn to Read, p. 52.

... of reading...
 ... materials...
 ... content...
 ... word...
 ... and...
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 ... attention.

"The necessity of reading...
 ... beginning...
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"In order to develop...
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What goes on in the...
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6. J. I. ...
 7. ...

activity or no activity at all. The exercises used ought to provoke thought. The pupils should be asked not only to recall facts but to relate them to a problem or question. Sometimes the answers should depend on a paragraph or an entire selection. The child's comprehension and interpretation of the material may be improved through the use of thought-provoking questions.

There is great value in discussion, with its give-and-take, by many different children, it is an excellent means of developing reading abilities.⁸

Learning to read should be a meaningful process and certain essential principles observed. According to Kiesling,⁹ there should be:

1. A definite attack on learning to recognize words by the use of picture clues, context clues, and the general configuration or striking characteristics of a word.
2. The first introduction to written symbols should be in units of words, phrases, sentences and experience stories rather than names of letters, sounds of letters, sounds of phonograms or syllables.
3. There must be a definite purpose motivating the child to read, as suggested in the following directions:
 - (a) Read to find the sentence that says, "The ball is red."

8. Ibid., pp. 53-54.

9. Lethel G. Kiesling, The National Elementary Principal, Seventeenth Yearbook, (July, 1938) pp. 319-322.

activity or no activity at all. The exercises need ought to provoke thought. The pupils should be asked not only to recall facts but to relate them to a problem or question. Sometimes the answer should depend on a paragraph or an entire section. The child's comprehension and interpretation of the material may be improved through the use of thought-provoking questions.

There is great value in discussion, with its give-and-take, by many different children, it is an excellent means of developing reading abilities.⁸

Learning to read should be a meaningful process and certain essential principles observed. According to Kliebard,⁹ there should be:

1. A definite attack on learning to recognize words by the use of whole class, context clues, and the general configuration or striking characteristics of a word.
2. The first introduction to written symbols should be in units of words, phrases, sentences and experience stories rather than names of letters, sounds of letters, sounds of phonograms or syllables.
3. There must be a definite purpose motivating the child to read, as suggested in the following directions:

(a) Read to find the sentence that says, "The ball is red."

8. Ibid., pp. 23-24.

9. John T. Kliebard, The National Education Association, Seventeenth Yearbook, (July, 1935), pp. 11-22.

- (b) Read to find the answer to the question, "Why did baby cry?"
- (c) Read to get information, such as the news appearing each day on the bulletin board.
- (d) Read to get the description in a silent movie.
- (e) Read to find out what each committee is to do.

Merely reading a page over and over again until every word is mastered develops mechanical reading with little or no thought. If a child reads a page only to show that he can read it, he is reading mechanically and not meaningfully. Telling the child to think while he reads is not the right sort of stimulation. He must have a real purpose in reading which makes comprehension essential to the feeling of success.

"The child who is slow in gaining independence in the use of reading mechanics is provided the same rich experience that other children enjoy. If he does not quickly master the mechanics of reading he is not singled out for drill in such isolated phases or reading as phonics and word drills. Instead, he is given a greater variety of beginners materials extended over a longer period of time. This means, then, that the same fine quality in the reading process is maintained for him even though it takes him a longer time to arrive at independence."¹⁰

Whenever a child meets a reading situation the teacher's concern is that he experiences the whole reading process.

10. Etta Rose Baily, Children Learn to Read, p. 40.

- (b) Read to find the answer to the question, "My dog barked."
- (c) Read to get information, such as the name appearing each day on the bulletin board.
- (d) Read to get the description in a comic novel.
- (e) Read to find out what each character in the story does.

Every reading is a purposeful activity. The reader should know why he is reading and what he expects to gain from it. The teacher should help the student to become a self-motivated learner. The student should be encouraged to read for pleasure and to use reading as a means of learning about the world and himself. The student should be encouraged to read a variety of materials and to use different reading strategies. The student should be encouraged to discuss his reading with others and to share his thoughts and feelings about what he has read.

"The student should be able to read with fluency and accuracy. He should be able to understand what he is reading and to use reading as a means of learning about the world and himself. He should be able to read for pleasure and to use reading as a means of learning about the world and himself. He should be able to read a variety of materials and to use different reading strategies. He should be able to discuss his reading with others and to share his thoughts and feelings about what he has read."

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She should help make meanings clear, by supplying words and keeping the interest alive. She never permits word-calling to kill his effort. Children learn to read by reading and techniques are learned as children practice them correctly in their reading.¹¹

Summary

Correct methods of teaching reading assume great importance when it is realized that it is the most important subject in the elementary curriculum. If a child has mastered his reading difficulties, he comes nearer to mastering other subjects of higher learning.

There are a few obvious causes of failure in teaching reading correctly. They are:

1. Failure to recognize organic defects.
2. Failure to recognize mental immaturity.
3. Mass reading methods which attempt to teach to the entire class rather than to the individual child.
4. Failure to see that the child acquires one or more of the techniques and skills needed in reading.
5. Failure to provide material easy enough for natural reading.
6. Failure to provide material which is interesting and worthwhile to the pupil.

11. Ibid., p. 41.

The should help make messages clear, by involving words and keeping the interest alive. The never permit the child to fail his effort. Children learn to read by reading and techniques are learned as children receive them consistently in their reading.

Summary

Correct method of teaching reading is a very important part of the child's life. It is the most important subject in the elementary curriculum. It is a child's first step toward reading materials. In some cases it is necessary to master other subjects of higher learning.

There are a few other causes of failure in teaching

reading correctly. They are:

1. Failure to recognize organic factors.
2. Failure to recognize mental immaturity.
3. Using reading methods which attempt to teach to the entire class rather than to the individual child.
4. Failure to see that the child requires one or more of the techniques and skills needed in reading.
5. Failure to provide remedial work enough for return reading.
6. Failure to provide a part of what is intended - they are working like to the end.

7. Failure to provide enough guidance in reading.
8. Failure on the part of the teacher to provide methods of reading other than those which place too much stress on phonics, word study and drill.
9. Failure to provide enough silent reading with a tendency to overemphasis on oral reading.

The use of the teacher's manual which accompanies the text has been of great help if the teacher is discriminate about following the pupil's interests. Questions, exercises and activities are given the pupils which bring about an abundance of ideas from the pupils. These ideas of the pupils enable the teacher to observe the comprehensive ability of the student. A child should always be encouraged to read to find out something. It does little good to insist that a child read a page merely to prove that he knows all the words. If such a procedure is used, the child begins to read mechanically with no comprehension of the material.

It is the duty of the teacher to provide a wide variety of reading material to her slow readers. A great amount of drill for these pupils proves to be inadequate as a teaching device. Encouragement should be provided by the teacher by making meanings clear, by supplying words, and by keeping interest alive. She must teach the child to read by reading.

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CHAPTER III

PRE-READING PERIOD

When a child has developed the necessary abilities to walk, he will usually begin to walk; before then, no amount of teaching and helping by others will produce results. The activity of reading is much more complex, and requires more advanced and complex development before it can be learned. When reading instruction is given before the child has attained the necessary level of development, failure in reading may be the result. By taking the simple precaution of not giving children formal reading instruction until they are ready for it, much retardation in reading can be prevented.

In many schools the first grade consists of all children who are six years old. They are given instruction in reading with the assumption that reaching the age of six means being ready for reading. Many children at the age of six have developed no farther than the average four year old, while others are as mature as an average child of eight.

Reading readiness depends on a large number of characteristics. Some of these are intelligence, visual and auditory perception, language development, background of experience, and social behavior.

Intelligence

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Intelligence

Intelligence is expressed in terms of mental age and

intelligence quotient. The mental age indicates what a child can learn. The intelligence quotient indicates how fast he will probably learn. The mental age is more important than the intelligence quotient from the reading readiness standpoint, because it indicates the level of difficulty of the work that a child is able to master.¹

The mental age at which reading is accomplished effectively will probably depend upon (1) other factors influencing reading readiness, and (2) the types of systematic reading instruction provided. We may consider that children are ready to read after a six-year mental age has been attained.

Certain special mental characteristics, such as memory span of ideas, ability to recognize likenesses and differences in word forms, and ability to abstract, are also important in reading readiness. Psychologically, reading is a very complex process that requires the ability to do abstract thinking. The words on a printed page are abstract symbols both alone and in relation to one another in the sentence.

Muscular Co-ordination and Perception

The ability to see and hear words clearly, and to notice the difference between them is necessary for rapid progress in reading. Some children need much more help than others

1. Albert J. Harris, How to Increase Reading Ability, pp. 48-52.

intelligence conditions. The mental age indicates what a child can do. The intelligence quotient indicates how fast he will probably learn. The mental age is more important than the intelligence quotient. For the same reason, it is more important to know the level of intelligence than to know the level of intelligence quotient.

The mental age at which reading is learned is an important factor in the development of reading. It is important to know the mental age at which reading is learned because it is a good indicator of the child's ability to learn to read. The mental age at which reading is learned is also a good indicator of the child's ability to learn to write.

The mental age at which reading is learned is also a good indicator of the child's ability to learn to do other things. For example, a child who learns to read at a young age is also likely to learn to do other things at a young age. This is because the child's ability to learn is a general ability that applies to many different tasks.

The mental age at which reading is learned is also a good indicator of the child's ability to learn to do things that require a high level of intelligence. For example, a child who learns to read at a young age is also likely to learn to do things that require a high level of intelligence, such as solving problems and doing math.

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Some children need much more help than others before they develop the sharpness of discrimination needed for reading. The majority of first grade children are far-sighted and tend to outgrow the condition as they get older. Astigmatism and poor coordination of the eyes are also common in six-year-olds. Betts² is inclined to recommend the postponement of reading beyond the age of six to avoid straining immature eyes.

The child may have immature vision perception even if the eyes are normal. Many young children pay attention only to the size, shape and color and ignore the details. In learning to read the inability to distinguish between words which sound alike may prove a severe handicap. In some children this is due to faulty hearing. In others, hearing acuity may be normal, but the child has not learned to perceive the difference in the sounds of words. Eye coordination required for the noting of fine details in order to discriminate between word forms is not fully developed.

Language Development

The average six-year-old has a vocabulary of more than two thousand words and is able to express himself in complete sentences. The first grade program calls for the learning of only a few hundred very common words and uses very simple sen-

2. E. A. Betts, The Prevention and Correction of Reading Difficulties, pp. 153-156.

Some children need more help than others before they
 develop the awareness of discrimination needed for reading.
 The majority of first grade children are two-eyed and
 tend to enjoy the condition as they learn. It is
 vital and good recognition of the eyes and ears as
 six-year-olds. Before he is able to understand the
 movement of reading beyond the age of six or seven
 the structure of the eye.

The child may have immature visual perception over the
 the eyes are normal. Many young children are able to
 the close, sharp and clear and ignore the distance.
 to read the handwriting of children between four and five
 alone may prove a serious problem. In some children
 due to faulty hearing. In others, the child may be
 but the child is not expected to read the handwriting
 in the course of the year. The reading is required
 noting of the child's progress to determine if
 there is any improvement.

Reading Instruction

It is essential that the child be given a
 to the child's progress. The child should be
 as a model for the child's progress. The child
 only a few words at a time. The child should

tence structure. The mastery of language is dependent upon intelligence, hearing and home environment. A close relationship exists between a child's intelligence and his mastery of speech.

Children from homes of low cultural level do not have opportunities to develop an adequate language background. When the child is from a home where a foreign language is spoken, the handicap is more intense. This is due to the tendency of the child to develop a small English vocabulary, incorrect pronunciation, and faulty sentence structure.³

Some children have had rich and meaningful experiences; they come from a home in which children's books are common, and from a neighborhood of stimulating play associates. Other children come from an environment that has not stimulated learning and growth. There has been no development of interest in reading and stories. As a result, a meager spoken vocabulary and a non cooperative attitude often exist among these children. A child may be timid, stubborn, inattentive and emotionally unstable and he may still use "baby talk."

The child from a home in which parents are educated provides many opportunities for favorable development. The adults have a rich vocabulary and speak good English. The

3. Albert J. Harris, How to Increase Reading Ability, p. 55.

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child tends to develop the same kind of speech. He is provided with broadening experiences through travel and excursions. The stories which are read or told to him tend to develop interests in books and reading. Books and magazines in the home attract him with their bright pictures.⁴

Children who grow up on isolated farms and in city slums know very little about the world in general. They are often ignorant of many common-place things.

Social Behavior

First grade children have already developed personalities of their own. There are always some who pay attention, enter into class activities and learn easily. Some are distractible and flighty and cannot keep at one activity for any length of time. Still others are timid and are afraid to talk. Others want to be the center of attraction. The child who seems never to pay attention may have a hearing defect. Other symptoms are: monotonous voice, indistinct speech, head tilt, frequent colds and rubbing and picking at the ears.

As one considers the many factors involved in readiness for reading, it is necessary to recognize that the presence of one factor may overcome the lack of readiness in other factors. Many children have profited from systematic instruc-

4. Ethel M. Falke, A Co-operative Study of Reading.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects undertaken and the results achieved. The report concludes with a summary of the work done and a list of the names of the staff members who have been engaged in the work.

REPORT ON THE WORK OF THE YEAR

The work of the year has been carried out in accordance with the programme of work approved by the Council at its meeting on 15th December 1955. The main areas of activity have been the study of the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects undertaken and the results achieved. The report concludes with a summary of the work done and a list of the names of the staff members who have been engaged in the work.

Prepared by the Secretary, 1956

tion in reading because of an interest in reading and a desire to read even though their vision was far below normal.⁵

Not all children who enter the first grade and set about the task of getting ready to read have had happy pre-school years. Not all have had consistent discipline. Some have been deprived of affection or rejected by their parents. Others have been subjected to constant nagging. Some will be so mature personally that they adjust to the room, and to the large group of new faces. These children will feel secure and others, immature emotionally, will be unable to adjust to the new and difficult experience. Reading, along with other learning, will suffer when the child is emotionally immature. The child must be given opportunity to get acquainted with his surroundings, to get established, and to become adjusted to the teacher.

In learning to read it is necessary to be able to attend to what is being done. This implies the ability to listen, to concentrate and to look on.

Many children find it difficult to listen to what is being said for more than a very short period. They find it difficult to work with materials for more than a few minutes at a time. Some children cannot apply themselves closely to the task at hand. Reading will be influenced by the amount of

5. Lethel G. Kiesling, *The National Elementary Principal*, Seventeenth Yearbook, (July, 1938) p. 30.

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attention the child is able to apply to it. For the child to become an effective reader, his task should be well suited to him. The classroom should be conducive to good work.

The children must be able to handle the classroom equipment. They must be able to handle a book; they must be able to use crayons, pencils, chalk, paste, scissors and other things. Children come to school with the idea that the task of school is to teach them how to read. There are a few children who have little or no desire to read. In cases of this kind, it is the task of the teacher to make reading ability seem attractive enough to be worth the effort to learn.

As the child progresses through the first grade, he grows in his appreciation of the value of excellent reading ability.⁶

Application of Reading Readiness

After the intelligence test and a reading readiness test have been given to the children, they are classified into instruction groups. These groups may be made into separate classes.

The children who will probably make rapid progress in reading should be placed in the first group. The mental age of these children should be six and a half years. This will probably be the upper third of the class on the reading read-

6. Bond and Bond, op. cit., pp. 23-36.

attention the child is able to apply to it. For the child to become an effective reader, his task should be well suited to him. The classroom should be conducive to good work. The children must be able to handle the classroom equipment. They must be able to handle a book; they must be able to use exponents, generalis, analog, parts, collocations and other things. Children come to school with the idea that the task of school is to teach them how to read. There are a few children who have little or no desire to read. In cases of this kind, it is the task of the teacher to make reading ability seem attractive enough to be worth the effort to learn. As the child progresses through the first grade, he grows in his appreciation of the value of excellent reading ability.

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iness test. The second group consists of children with a mental age between six and six and a half. This group will probably make average progress and is likely to stand in the middle third of the class on the reading readiness test.

The children who do not come up to the standards set for the first two groups will make up the third group. They will have to be introduced to reading slowly and carefully. This group comprises the pre-reading class.

With appropriate teaching, reading readiness can be developed to some extent. All the factors in reading are susceptible to improvement except general intelligence. Definite objectives and procedures must be set up in order to produce effective results. A list of major objectives with suggestions about procedures are set up by Harris.

1. Discovery and correction, as far as possible, of visual, auditory, and other physical defects that may need attention. Obviously this should be stressed for its own sake as well as for its value in removing impediments to learning.
2. Provision of rich and varied experiences as a background for comprehension. Experience may be enriched directly through visits to such places as zoos, farms, stores, fire stations, etc., and indirectly by means of stories, songs, games, and discussion of pictures and lantern slides.
3. Training in the perception of similarities and differences in visual forms. Visual perception may be sharpened by drawing, coloring, and other types of handwork, and by games in which matching forms and shapes is the main activity. Exercises may be constructed and duplicated in which the pupils are to select the one form that differs from several others that are identical.

These tests. The group which is of children with a
 mental age between six and seven. This group will
 probably make average progress and is likely to attain in the
 middle third of the "normal" intelligence scale.
 The children who do not come up to the requirements for
 for the first two groups will have to be third group. They
 will have to be instructed in reading, writing, and in other
 this group comprises the remaining eleven.
 With appropriate teaching, reading, writing, and in other
 developed to some extent. The average in reading will
 comparable to average scores of 100 years of age.
 Definite objective and measurable results are to be expected
 to obtain effective results. A list of major objectives
 with suggestions for their attainment is given by the

1. To secure the cooperation of the child in the study of reading, writing, and in other subjects. To secure the child's attention and interest in the study of reading, writing, and in other subjects.
2. To secure the child's ability to read and write simple words and sentences. To secure the child's ability to read and write simple words and sentences.
3. To secure the child's ability to understand and follow simple directions. To secure the child's ability to understand and follow simple directions.

4. Development of a wide speaking vocabulary. New words are added to a child's vocabulary most naturally in connection with new experiences. So the suggestions made above for providing varied experiences are equally useful for vocabulary expansion. In addition, the teacher may deliberately introduce new words by using them in her own speech, and by games such as who can name the most animals, things people ride in, etc. Words suggested by one pupil that are unfamiliar to other pupils may then be explained.
5. Provision of training in accurate pronunciation and correct English. Speech training is incidentally provided in songs, stories, dramatization, and informal conversation. The teacher should be careful to provide a desirable model for imitation by the pupils, and should encourage them to speak in complete sentences.
6. Development of a desire to read. For this a library table supplied with attractively illustrated pictures and story books is of great value. The teacher should read stories from these books and encourage the children to look at the pictures. Motivation is such an important factor in learning that considerable effort should be spent on creating a desire to read.⁷

The teacher's manner of using books and reading activities with the children is important. The reading corner filled with well-chosen books arranged in an attractive and inviting way is of great importance. There are three types of books which are conducive to motivation. They are:

1. The picture book type in which there is no text.
2. The type which has one or two lines of text accompanying each picture.
3. The story-and-picture type in which the story is only enriched by pictures.

7. A. J. Harris, How to Increase Reading Ability, pp. 57-67.

4. Development of a wide speaking vocabulary. New words are added to a child's vocabulary naturally in connection with new experiences. So the suggestions made above for providing varied experiences are equally useful for vocabulary expansion. In addition, the teacher may deliberately introduce new words by using them in her own speech, and by games such as who can name the most animals, things people do in, etc. Words suggested by one pupil that are unfamiliar to other pupils may then be explained.

5. Practice of learning in concrete dramatization and correct English. Speech training is inherent-ly provided in drama, stories, dramatization, and informal conversation. The teacher should be careful to provide a desirable model for imitation by the pupils, and should encourage them to speak in correct sentences.

6. Development of a desire to read. For this a primary table supplied with interesting illustrations and stories and story books of great value. The teacher should read aloud from these books and encourage the children to look at the pictures. Motivation is such an important factor in learning that considerable effort should be spent on creating a desire to read.

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of books which are conducive to motivation. They are:

1. The picture book type in which there is no text.

2. The type which has one or two lines of text accompanying each picture.

3. The story-book-type type in which the text is only related to pictures.

There should also be a collection of good stories to be read to the children.

The reading corner should be light and attractive. There should be shelves and tables for displaying books, and reading tables and chairs. For further motivation a librarian, whose duty it is to care for the books, is appointed from the class. The method of checking-out books should be so simple that the children themselves may take charge of their own borrowing and returning of books.

In addition to the use of books in the reading corner, interest may be developed by other methods. Some suggestions are:

1. Pictures may be used to accompany stories, poems or rhymes.
2. Things may be labeled, such as chairs, tables, stoves, bulletin board, blackboard, etc.
3. "Stop" and "Go" signs for the safety unit of work may be made.
4. The bulletin board should have on it signs such as "Today is Bill's birthday." "We will go to the show today."

There are several things which are beneficial to the initial stage in learning to read. These are a knowledge of left and right, recognition of the fact that reading and writing progress from left to right across the page, and the ability to see likenesses and differences in form.

The left and right can be taught through the playing of games and the use of tools which require the use of a definite

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hand. A game can be played which involves raising the left or right hand, standing on the left or right foot, etc. Directions may be given such as turn left, walk to the right, skip to the left, and so on.

Knowledge of the fact that reading and writing progress from left to right may be established by writing letters on the blackboard, before the child, or by sliding the hand along under the printing as it is being read.

Each child should be given a handedness test to determine his natural dominance. If no preference is noted, the use of the naturally dominant hand should be encouraged until a strong dominance or preference is established in that hand.⁸ The right hand should be made dominant if neither preference nor dominance appears for either hand.

Games and puzzles may be used to develop the ability to see likenesses and differences in forms. If colors are the clues to matching pieces of a puzzle, form usually is given less attention.⁹

Experimental data have been gathered which indicate that the factors which make for reading readiness success can be measured to a reasonably accurate degree. Some tests have been perfected and standardized which attempt to measure ob-

8. M. Lucile Harrison, Reading Readiness, Chapter III.

9. Loc. cit.

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or right hand, standing on the left or right foot, etc.
Directions may be given such as turn left, walk to the right,
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that the factors which make for reading readiness include an
be measured to a reasonably accurate degree. Some tests have
been perfected and standardized which attempt to measure of-

jectively reading readiness or probable success in learning to read.

There are some factors which influence reading readiness for which there are no objective measures. Some of these factors can be observed and rated subjectively with a fair degree of reliability by the teacher. Good work habits can be observed, such as the ability to stay with a task in spite of distraction and persistence in learning a new and difficult skill.

Tests

The Revised Stanford-Binet Scale

The Revised Stanford-Binet Scale is an intelligence test that should be administered by a trained examiner. It is probably the best individual test of general intelligence. Most children of six years of age and under have not yet learned to take group tests.

Arthur Point Performance Test

The Arthur Point Performance Test is also an intelligence test that should be administered individually by a trained examiner. It is made up of performance items and will give an estimate of mental ability even in the case of children who have language handicaps.

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California Mental Maturity

The California Mental Maturity - Pre-Primary Battery¹⁰ is a diagnostic mental test which provides a measure of language factors and non-language factors. It should be given to small groups of from six to twenty children.

Pintner-Cunningham

The Pintner Cunningham - Primary Mental Test¹¹ is a group test of mental ability which can be given during one class period. It includes sub-tests of common observation, aesthetic differences, associated objectives, discrimination of size, picture parts, picture completion, and dot drawing. These sub-tests have proved to be highly discriminating at this age level.¹²

Most children have a desire to learn to read. They feel that reading is something worthwhile. There are signs in and about the schoolroom on the bulletin board. Children have a desire to know what these notices say. They get enjoyment from the stories which are read to them. They see a wide use of reading outside the school as well. They

10. Elizabeth T. Sullivan, Willis W. Clark, and Earnest W. Teigs, Manual of Directions, California School Book Depository, Hollywood, California.

11. Rudolph Pintner, Bess V. Cunningham and Walter M. Durost, Manual of Directions for Pintner-Cunningham Primary Mental Test.

12. Bond and Bond, op. cit., pp. 37-40.

MEMORANDUM FOR THE DIRECTOR

1. The purpose of this memorandum is to advise you of the results of the investigation conducted by the Special Agent in Charge, [Name], on [Date] at [Location].

FACTS

2. On [Date], [Name] advised that [Name] had been observed at [Location] on [Date]. [Name] stated that [Name] was accompanied by [Name] and [Name]. [Name] further advised that [Name] was observed in the company of [Name] and [Name] at [Location] on [Date].

3. It is noted that [Name] is a [Nationality] born [Date] at [Location]. [Name] is currently residing at [Address]. [Name] is employed as [Occupation] at [Company]. [Name] is a [Marital Status] and has [Number] children.

4. [Name] is a [Nationality] born [Date] at [Location]. [Name] is currently residing at [Address]. [Name] is employed as [Occupation] at [Company]. [Name] is a [Marital Status] and has [Number] children.

hear of interesting incidents learned from reading the newspaper. They see their older brothers and sisters read the comics in newspapers. The first-grade child is often asked by adults, "Can you read?" "Have you learned to read?" The first grade child has a desire to be able to answer these questions in the affirmative.

Summary

Successful reading accomplishment is, then, a very complex process. The thinking teacher must be alert to the factors of her pupils' personalities. Maturity, home environment, correct motivation, interests, physical well-being, and mental health are a few of the objects of a teacher's study. The teacher must also bear in mind that each child is unique. No one child ever completely corresponds to another.

Happiness in the school situation is vitally important to reading. If a child is not assured of some success, if he is oppressed by constant failure, he can never achieve much in reading. The teacher should strive, therefore, to make reading interesting and fulfilling. Interesting reading material is of great importance. A teacher should be wary of any reading material that holds little meaning or interest to her pupils. For example, children in Florida show little or no interest in reading of snow or snowmen. On the other hand, stories of animals, sunshine, flowers,

...of interesting incidents learned from reading the news-
 paper. They are what other children and adults read the
 comic in newspapers. The first-grade child is often asked
 by adults, "Have you read?" "Have you learned to read?" The
 first grade child has a desire to be able to answer these
 questions in the affirmative.

Summary

Successful reading accomplishment is, first, a very con-
 sistent process. The thinking teacher must be alert to the
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 each child is unique. No one child ever completely cor-
 responds to another.

Responsiveness in the school child starts in the first year
 to reading. If a child is not interested in reading, he
 will be depressed by constant failure, in our level of
 work in reading. The teacher should strive, therefore, to
 make reading interesting and thrilling. Interest in
 the material is of great importance. A teacher should
 vary of any reading material that is to be read in
 interest to her pupils. The teacher should strive to
 show that she has interest in reading of her own pupils.
 On the other hand, studies of children, conditions, etc.,

and oceans are very popular in this state. By forcing children to read materials that are uninteresting to them, the teacher builds only unhappiness, boredom, and distrust of reading as an enjoyable experience.

If a child is developed enough to read and if the teacher is aware of all the factors which make up his environment, she must proceed carefully to motivate and create interest. By telling stories, making a library corner, by choral reading, by games and many other methods, a teacher can cause the pupils to see that reading can be interesting and entertaining. Voice and vocabulary become important and the teacher must be wise enough to stress each of these two phases in reading. Motivation is most important and is accomplished through games, progress charts, and through the use of pupils' interests.

The teacher should also keep charts of progress for her own study. Only through accurate study of each child and the way he progresses, can a teacher hope to help the pupils overcome their difficulties. Careful tests for reading comprehension are given at different stages. By testing, teaching, testing, and reteaching, progress is made.

and seems very popular in this state. It is being
 given to most materials that are interesting to them, the
 teacher builds this understanding, however, and interest of
 reading as an enjoyable experience.

It is said in developed countries to read in the

teacher is aware of all the factors that enter into the
 situation, also that prepared a reading list for the
 interest. By telling the student, reading is a necessary
 choice reading, the same and with other words, a reading
 can give the student the right to see that reading is
 an interesting. When the student is reading, the
 the teacher has to be aware of the fact that the
 phases in reading. It is said in the text that the
 complex theory of reading is not through the
 use of reading materials.

The text also says that the level of reading is

for one thing, the student's interest, and the
 and the way to read, and the way to read, and the
 reading materials. It is said in the text that the
 in the text that the student's interest is the
 that reading is the most important part of the

CHAPTER IV

REMEDIAL READING IN PRIMARY GRADES

Remedial Instruction

Remedial instruction is the form of teaching undertaken to improve abilities in which diagnosis has revealed deficiency. Remedial teaching is intended to correct weaknesses, to remove inappropriate habits, or to substitute a good technique for a poor one. Individual needs are administered by remedial instruction.

The greatest possible adjustment of instruction to individual needs for all children is advocated by reading specialists. There is no distinction between regular developmental classroom teaching and remedial instruction. Remedial instruction consists in setting up the maximum intensity of specialization to meet individual needs and individual differences. Remedial instruction is given to the pupils who have the greatest difficulties.

The objectives sought in remedial teaching are those which every good teacher seeks to achieve in her classroom. She desires to build up an interest in reading. She desires to give her pupils an assortment of techniques which they must be able to use to meet particular needs.¹

1. Arthur I. Gates, The Improvement of Reading, pp. 120-123.

CHAPTER IV

RESEARCH METHODS IN MANAGEMENT

RESEARCH DESIGN

Research design is the plan or blueprint for the study. It is a set of decisions that the researcher makes about the methods and procedures to be used in the study. The design of a study is crucial to the validity and reliability of the results. It determines the types of data that will be collected and the methods for analyzing them. A well-designed study is one that is able to answer the research question in a clear and concise manner.

The first step in the design process is to identify the research question. This is done by reviewing the literature and identifying the gaps in knowledge. The next step is to choose the appropriate research method. This depends on the nature of the research question and the resources available. The researcher must also consider the ethical implications of the study and obtain approval from the appropriate authorities. The design process is an iterative one, and the researcher may need to revise the design as they learn more about the study.

There are several key elements to a good research design. First, the research question must be clearly defined and measurable. Second, the research method must be appropriate for the question and the data that will be collected. Third, the design must be able to control for confounding variables. Finally, the design must be feasible and ethical. A well-designed study is one that is able to answer the research question in a clear and concise manner.

In conclusion, research design is a critical component of any research project. It determines the types of data that will be collected and the methods for analyzing them. A well-designed study is one that is able to answer the research question in a clear and concise manner.

"It has been said that remedial teaching is nothing but good, effective teaching; that the only difference between remedial teaching and ordinary teaching is that remedial teaching is done more thoroughly, more systematically and more efficiently. There is nothing magical about remedial work."²

"There would be little need for remedial instruction in reading if the regular teaching program were perfectly adjusted to the abilities and needs of each child from the time he enters school. In most schools, however, the lack of such adjustment is sufficient to produce reading difficulties in excess of what would be expected in view of the limited capacities of some children."³

Through suitable remedial programs, most cases of reading failures or retardation can be corrected or greatly improved.

It is essential to deal with basic causes rather than with symptoms alone in overcoming deficiencies in reading. The discovery of existing difficulties by careful observation and means of adequate tests is necessary. The remedial program must go beyond the drilling of children on the phases of reading in which they are weak.⁴

There are many poor readers handicapped by minor difficulties such as low mental ability, physical handicaps, unfavorable conditions, materials that are too difficult, defective vision, inferior instruction, poor motivation and

2. Albert J. Harris, How to Increase Reading Ability, p. 168.

3. The National Elementary Principal, Seventeenth Yearbook, July, 1938, (Editorial comments) p. 387.

4. Loc. cit.

"It has been said in the medical world that the
ing but good, effective means of treatment is
difficult to find for the patient and the doctor
feeling in that regard. It is a long time
throughly, more rapidly, and more effectively
there is nothing more to be said."

"There is a little need for more of the
in the world. It is a long time that
patients are treated in the hospital and
only a few are treated in the home. It is
admitted, however, that the work of the
hospital is to provide a place where the
case of the patient is generally treated
and a hospital is a good thing."

The hospital is a place where the patient
is treated in a systematic way and the
doctor.

It is common to find the patient
with a disease which is not
the hospital. The hospital is a place
where the patient is treated in a
systematic way and the doctor
is a good thing.

The hospital is a place where the patient
is treated in a systematic way and the
doctor is a good thing.

The hospital is a place where the patient
is treated in a systematic way and the
doctor is a good thing.

an inadequate vocabulary.

Measurements of Ability and Achievement in Reading

If the classroom teacher is well trained and well directed, she can do much toward appraising the abilities and discovering the reading defects and reading interests of her class. She should begin by testing the whole class, by dividing the class into groups in accord with the results of testing. From that beginning she should continually observe, test and appraise these groups until each individual's problems stand out clearly. The mental age and intelligence quotient of the children should be determined by a valid and reliable test. Often a cause of reading retardation is the lack of mental ability. A knowledge of each child's mental age and I. Q. should help the teacher to understand reading defects. The classroom teacher will be greatly aided in appraising reading abilities and defects by the use of at least two well-chosen tests.

The reading level and retardation of each child should be computed and individual defects noted.

A carefully planned diagnostic and remedial program for the children who are retarded should be put into use. The teacher should study the child continually. By studying the test items of each retarded child, she should be able to discover the nature and seriousness of his difficulties.

Individual oral reading tests should be given to each child. The causes of reading difficulties may be understood

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more perfectly if one can observe a child as he reads orally. The causes of low reading ability will be more clearly understood if notations are made of the various types of defects, such as, mispronunciation, poor enunciation, reversals, omissions, substitutions and words refused.⁵

The most valuable means of discovering minor difficulties in the classroom is teacher observation. Always the teacher must be evaluating pupil performance, detecting new interests, observing defects and noticing change and transfer of interest. The class should be observed as it reads silently. The teacher should watch for visual and other defects. The lack of attention should be noted. The teacher must notice each child's reaction, such as poor attitudes, slow reading, lack of interest in the story, and labored effort in reading. The child must be provided with a satisfying experience and given the type of story he likes best. He must be directed to materials which are easy and interesting to him.

"The teacher must always keep in mind such questions as these:

1. What are the defects of this child?
2. What is his ability level?
3. What are his interests?
4. What is his attitude?
5. Is he trying as he should?

5. Ibid., pp. 389-390.

more rapidly, it is not known whether the
 course of the reaction will be the same as
 that of the reaction between the two
 substances, when dissolved together.

The first method of determining the
 rate of reaction is to measure the amount of
 gas evolved in a known time. This can be done
 by measuring the volume of gas evolved at
 regular intervals. The rate of reaction
 can also be determined by measuring the
 change in concentration of one of the
 reactants or products. This can be done
 by measuring the optical density of a
 solution of one of the reactants or
 products. The rate of reaction can also
 be determined by measuring the change in
 pH of a solution of one of the reactants
 or products. The rate of reaction can
 also be determined by measuring the
 change in color of a solution of one of
 the reactants or products.

The rate of reaction can be determined
 in three ways:

1. By measuring the volume of gas evolved
2. By measuring the change in concentration
3. By measuring the change in optical density
4. By measuring the change in pH
5. By measuring the change in color

6. Is he improving?
7. Is this material interesting to him?
8. Is it too hard?
9. Is he capable of understanding this story or this material at his present level of ability?
10. Is he challenged by this method and by these materials?"⁶

The same general principles that are or should be observed in any other type of instruction should be observed in remedial teaching.

"In choosing and organizing materials for remedial work in reading, six points should be borne in mind:

1. The material should be highly interesting to the pupil.
2. Materials of outstanding popularity among children should be chosen.
3. The material should be of proper difficulty.
4. The materials should be of various types.
5. An abundance of easy reading should be provided as a substitute for review.
6. The teacher should help the pupil develop the need for reading."⁷

"A good questionnaire relating to interests, activity, and experiences is of value in discovering the reading needs of the child. The Witty Pupil Report on

6. James A. Fitzgerald, The National Elementary Principal, July 1938, p. 395.

7. Arthur I. Gates, The Improvement of Reading, pp. 124-127.

- 6. Is the material interesting to him?
- 7. Is it too hard?
- 8. Is he capable of understanding this story on this material at his present level of ability?
- 9. Is he challenged by this material and by these materials?

The same general principles that are applied to the material should be observed in any other type of instruction which is observed in remedial teaching.

"In planning and organizing material for remedial work in reading, the teacher should be aware of the following:

- 1. The material should be highly interesting to the pupil.
- 2. Material of suitable complexity among children should be chosen.
- 3. The material should be of proper difficulty.
- 4. The material should be of proper length.
- 5. An abundance of easy words should be included as a substitute for review.
- 6. The teacher should select the pupil level of the text for reading.

"A good comprehensive reading program for remedial work and experimental in order to discover the needs of the child. The child should be given on

(James H. Thompson, The National Education Association, 1930, p. 222)

8. William J. Lester, The Improvement of Reading, p. 100.

Interests and Activities and the Fitzgerald Inventory: Interest, Likes, Activities and Experiences have been found helpful for this purpose. In order that the remedial program may be most successful, the appraisal should not be limited to the discovery of the child's weaknesses. It should seek out also his points of strength and power. Often the application of an interest inventory will reveal more about a child's likes and dislikes, interests and lack of interests, than could be learned in a whole year of casual observation and teaching. In some cases the best attack on weaknesses may be made thru the strong points of the child. In any case strong, driving interests are important avenues of attack in overcoming difficulties and failures in reading."⁸

The following may be extremely helpful in discovering interests upon which to build the remedial program for a particular child:

- "1. What games do you like best?
2. What toys do you want most?
3. What movies do you enjoy most?
4. Who is your favorite movie hero?
5. What are your favorite radio programs?
6. What work do you like best?
7. How would you like to spend next Saturday?
8. If you could have only one pet, which one would you choose?
9. For what do you wish most?
10. What are your favorite books?
11. Check the kind of reading which you enjoy most:

8. James A. Fitzgerald, The National Elementary Principal, July 1938, p. 392.

Liberty and Justice and the Fitzgeralds
 venged: interest, liberty, justice and honor
 have been found helpful for the purpose
 in order that the remedial program may be made
 successful, the spiritual should not be limited
 to the recovery of the child's consciousness. It
 should seek out also all points of strength and
 power. When the application of an individual
 therapy will reveal more about a child's inner
 and hidden interest and facts of interest,
 then could be learned in a whole year of study
 observation and reflection. In the case of the
 student as well as the teacher, the study
 should be of the child. In any case, the study
 should be of the child's inner world, in order
 to bring about a more complete understanding of
 the child's inner world.

The following may be considered helpful in developing

an interest upon which to build the remedial program for a

particular child:

1. What are the child's interests?
2. What are the child's strengths?
3. What are the child's weaknesses?
4. What are the child's hidden interests?
5. What are the child's inner world?
6. What are the child's inner world?
7. What are the child's inner world?
8. What are the child's inner world?
9. What are the child's inner world?
10. What are the child's inner world?

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|----------------------|------------------------|
| a. Poems | d. Newspapers |
| b. Stories | e. Funnies |
| c. Magazine articles | f. Sports ⁹ |

There should be a proper schedule for remedial instruction. Remedial instruction is not effective without a definite place in the daily program.

"Some of the time customarily spent in activities in which the pupil is well advanced or in which there is relatively little of importance may be devoted to instruction in reading. In formulating such a program, the following cautions should be observed:

1. Remedial instruction should not be substituted for enjoyable activities.
2. Remedial instruction should be managed so as not to classify the pupil in an embarrassing way.
3. The time allowance for remedial work should be generous.
4. The teacher should have sufficient time to arrange and supervise the remedial work.
5. Remedial work may be either individual or cooperative.
6. Remedial work should be begun at a favorable time.
7. Successes should be emphasized.
8. Improvement should be measured and records shown.
9. The pupil's particular errors and successes should be detected.
10. The teacher's attitude should be optimistic and encouraging.

9. Loc. cit.

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11. The teacher should help the pupil avoid over-anxiety and extreme effort.
12. Practice should be so distributed as to avoid fatigue and boredom.
13. A variety of exercises and activities should be provided.
14. A plan should be dropped when it fails to produce results after a fair trial.
15. Individual supervision should be continued until the pupil has his improved techniques well habituated.
16. The pupil must be induced to read widely in order to insure further growth in reading.¹⁰

The children which are scheduled for remedial work are usually pupils who have failed to master the material when it was first taught to them. Therefore, the teacher should start with testing in order to determine reteaching needs. It is of great importance to lay a firm foundation before proceeding to a higher level. If a twelve year old has second grade reading ability, his instruction should start at the second grade level. To find reading of the appropriate level of difficulty is very important in the selection of materials. The pupils should be provided with material which they can read without too much difficulty. Pupils try hardest on material that they like, and older boys and girls often express disdain for books written for younger children. An abundance of varied types of books and exercises should be

10. Ibid., pp. 129-138.

- 11. The teacher should help the pupil avoid over-anxiety and extreme effort.
- 12. Practice should be so distributed as to avoid fatigue and boredom.
- 13. A variety of exercises and activities should be provided.
- 14. A plan should be developed when it fails to produce results after a fair trial.
- 15. Individual supervision should be continued until the pupil has his improved techniques well established.
- 16. The pupil must be induced to read widely in order to insure further growth in reading.

The children who are selected for remedial work are

usually pupils who have failed to master the material when it was first taught to them. Therefore, the teacher should start with testing in order to determine retarding causes. It is of great importance to lay a firm foundation before proceeding to a higher level. It is a grave error to start second grade reading ability, the foundation should be laid at the second grade level. To find a child of the type of level of difficulty is very important in the selection of materials. The pupils should be provided with material which they can read with the most difficulty. Pupils who are on material that they like, and also type and style of material, gain insight for books written for younger children. An abundance of varied types of books and exercises should be

available if a well rounded program of reading is to be followed. Care must be taken not to introduce too much new material at one time. As the child's reading improves, the difficulty of the materials should gradually be increased. To find reading material which appeals to the interests of older children and at the same time is easy enough for them is often a difficult task.¹¹

"Every sign of improvement in the child's work should be noted and praised. Nothing is more stimulating to a child than visible evidence that he is making headway."¹²

Progress charts have proved very successful and should be used freely. Some of the types of charts that appeal to older children are:

- (1) the bar graph;
- (2) a race-track, using a tiny cut-out auto or horse attached by a pin;
- (3) a journey across the country, using a cut-out train, airplane, etc., and a map.

For each different type of remedial exercise that is used there should be a separate chart or graph. The units of improvement should be small enough so that progress can be recorded at frequent intervals.¹³

11. Albert J. Harris, How to Increase Reading Ability, pp. 168-174.

12. Loc. cit.

13. Loc. cit.

Difficulty of Reading Material

The teacher should start with what the pupil knows. If he is twelve years old and can read second grade material, he should be given second grade material. At the beginning of remedial reading it is often best to give the child materials which are on a level that is one or two grades below his apparent reading level. One cannot judge reading material by the fact that it is supposedly on a certain grade level. Books labelled the third grade have variations in difficulty. The difficulty of a book depends largely on the vocabulary that it contains. A book which uses a small number of words that recur frequently tends to be easy; one which employs a large number of new words, many of which are used only once or twice, tends to be difficult. The sentence structure and the fact that the material is based on experiences familiar to a child figure significantly in choosing material.¹⁴

Materials may be gleaned from old readers; however, the language must be modernized. Copies can then be mimeographed. Numerous magazine and newspaper articles are of value for re-writing and mimeographing. The materials must be written with the vocabulary within the child's experience. Some materials may be adapted from old health, language or even number books.

Many teachers write their own materials. Difficult vo-

14. Albert J. Harris, How to Increase Reading Ability, p. 203.

Division of Eastern Districts

The Governor hereby appoints [Name] to the position of [Title] in the [Department/Agency].

It is the policy of the State to provide for the efficient and economical operation of its government by the selection and appointment of qualified persons to public office.

The Governor has received a recommendation from the [Committee/Board] that [Name] is a person of high character and ability, and is well qualified to perform the duties of the position of [Title].

The Governor has also received a report from the [Department/Agency] that [Name] is a person of high character and ability, and is well qualified to perform the duties of the position of [Title].

The Governor has considered the recommendations of the [Committee/Board] and the [Department/Agency], and has determined that [Name] is a person of high character and ability, and is well qualified to perform the duties of the position of [Title].

Therefore, the Governor hereby appoints [Name] to the position of [Title] in the [Department/Agency], effective from the date of this appointment.

The Governor reserves the right to terminate the appointment of [Name] at any time, without cause, and without any right to compensation.

The Governor also reserves the right to reassign [Name] to any other position in the [Department/Agency] at any time, without cause, and without any right to compensation.

The Governor further reserves the right to terminate the appointment of [Name] at any time, without cause, and without any right to compensation, if [Name] is found to be incompetent or unable to perform the duties of the position of [Title].

The Governor also reserves the right to terminate the appointment of [Name] at any time, without cause, and without any right to compensation, if [Name] is found to be in violation of any law or regulation.

The Governor further reserves the right to terminate the appointment of [Name] at any time, without cause, and without any right to compensation, if [Name] is found to be in violation of any code of ethics.

The Governor also reserves the right to terminate the appointment of [Name] at any time, without cause, and without any right to compensation, if [Name] is found to be in violation of any other applicable law or regulation.

The Governor further reserves the right to terminate the appointment of [Name] at any time, without cause, and without any right to compensation, if [Name] is found to be in violation of any other applicable code of ethics.

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of the State of [State], this [Date] day of [Month], [Year].

cabulary material can readily find adjustment under the thought of a trained teacher. In writing material, care must be exercised in the selection of clear type. Strange as it may seem, long words are not the ones that are difficult for a child. Children can recognize long words easier than they can short words.

Teachers may find it necessary to write informational material for activities. Most of the primary children will not be able to read reference books, and certainly, children who need remedial reading will delight in reading information so that they may take part in class discussions. Such materials will have to be rewritten to meet the limitations of maturity.

Teachers take advantage of many advertisements of free materials for classroom use. Manufacturing companies, fruit growers and other industries have attractive and useable charts and booklets which they will send on request. For example, General Mills, Inc., Minneapolis, Minnesota, is one such company.

*Magazines and newspapers also offer good possibilities for use with retarded readers. My Weekly Reader¹⁵ is a weekly newspaper intended for school use. It is available in several editions suitable for different grades. As supplementary reading in remedial programs, this newspaper has been used very successfully. Daily

15. Printed by the American Education Press, Chicago, Illinois.

... material can be used in the classroom ...
 ... of a trained teacher. In writing ...
 ... in the selection of clear ...
 ... long words and not the ones that are ...
 ... can recognize ... words ...
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papers may also be used to good advantage. The sections that appeal most effectively to retarded readers are the comics and sport pages for boys, while the comics and fashion news appeal to the girls. Newspapers may be used for giving specific training in reading and interpreting weather forecasts, advertisements, etc.¹⁶

Remedial teachers have found the use of picture dictionaries to be very helpful in remedial work with primer level readers. There are some remedial teachers who have the children make their picture dictionaries. In this way the dictionary contains only those words which the children actually need. Children enjoy preparing them--finding and cutting out or drawing illustrations, printing the words in their proper places, and making decorative covers.¹⁷

Since reading skills cannot be invariably developed and maintained, the teacher must be prepared with tools that will enable her to detect defects as they arise. Thus, she can remedy the defects before they occasion serious disturbance.

The level and the character of material may be selected to incite greater interest. In remedial work, especially, it is important to provide the encouragement to learning which a taste of attractive materials may provide. The types of content and practice exercises found to be generally highly attractive may be adapted with some confidence.

16. Albert J. Harris, How to Increase Reading Ability, p. 220.

17. Ibid., p. 223.

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It is of the greatest importance not only to make the pupils' progress possible, but also make clear to the learner the improvement he has achieved.

The need for a variety of content, activities and problems, exercises, and pictures is great. There are excellent exercises in selecting the right picture, in drawing or coloring illustrations according to directions, in the use of puzzle paragraphs to be solved or individual and group competitive games in which the reading is realistic and abundant.

To aid in gaining a mastery of words, children should be given opportunities to reread familiar material as rapidly as possible. Also there should be provided an abundance of interesting, fresh material.

Associations of pictures with phonetic analysis is another aid.

To increase the child's vocabulary of word meanings, new words should be introduced and used in free conversation. The teacher can use these words in talking with the children. Words such as tantalizing, astonished, and amusing occur in one set of basal readers called the Alice and Jerry series. These words can be made a part of the children's vocabulary and be a pleasure to them. Some Spanish words are introduced, such as adios and madre. It is a delight to the children to use these words, especially "adios" when they leave in the afternoon.

It is of the greatest importance not only to make the pupils' progress possible, but also make clear to the learner the improvement he has achieved.

The need for a variety of content, activities and problems, exercises, and pictures is great. There are excellent exercises in selecting the right picture, in drawing or coloring illustrations according to directions, in the use of the paragraph to be solved or individual and group competitive games in which the reading is realistic and abundant.

To aid in gaining a mastery of words, children should be given opportunities to read familiar material as rapidly as possible. Also there should be provided an abundance of interesting, fresh material.

Associations of pictures with phonetic analysis is another aid.

To increase the child's vocabulary of word meanings, new words should be introduced and used in free conversation. The teacher can use these words in talking with the children. Words such as tentatively, astonished, and amazing occur in one set of basal readers called the "Blue and Green Series." These words can be made a part of the children's vocabulary and be a pleasure to them. Some Spanish words are introduced such as abito and madre. It is a delight to the children to use these words, especially "abito" when they learn in the afternoon.

The following illustrates the vocabulary that may be built up from flash cards:¹⁸

Action

stand sit
walk jump
bend whisper
touch come

Colors

purple blue
green yellow
orange red

Parts of the Body

head cheeks
fingers thumbs
nose teeth
foot upper lip

Directions

up between
down before
in behind
around left

Yes and No Foods

milk coffee
onions butter
oranges tomatoes

Numbers

one six
two seven
three eight
four nine
five ten

Opposites

hot	cold
inside	outside
land	water
up	down
lost	found
big	little
old	new
hard	soft
north	south
east	west
boy	girl

Children should have many interesting games in looking for sentences and phrase units instead of separate words.

The study of prefixes, suffixes and base words is in-

18. Chloe C. Baldrige, The Grade Teacher, September, 1940, p. 26.

The following illustrates the vocabulary that you will

pick up from this course:

<p>up down in across</p>	<p>up down in across</p>	<p>up down in across</p>	<p>up down in across</p>
<p>one two three four five</p>	<p>one two three four five</p>	<p>one two three four five</p>	<p>one two three four five</p>

General

good	bad
strong	weak
rich	poor
hot	cold
fast	slow
young	old
big	small
high	low
early	late
near	far
right	wrong
open	closed
free	busy
happy	sad
clear	unclear
easy	difficult
simple	complex
short	long
light	heavy
soft	hard
quiet	loud
smooth	rough
clean	dirty
new	old
modern	old-fashioned
correct	incorrect
accurate	inaccurate
precise	imprecise
detailed	vague
specific	general
concrete	abstract
practical	theoretical
realistic	idealistic
flexible	rigid
adaptable	inflexible
versatile	specialized
versatile	specialized
versatile	specialized
versatile	specialized
versatile	specialized
versatile	specialized
versatile	specialized
versatile	specialized
versatile	specialized
versatile	specialized

These words are very common and you will find them in many different contexts. It is important to learn them well and to be able to use them in conversation and writing. You will find many more words in the next section of the course. We will continue to build up your vocabulary and to teach you how to use the words you learn. We will also teach you how to learn new words on your own. This is a very important skill and it will help you to become a more confident and independent learner. We will also teach you how to use the words you learn in different contexts. This will help you to understand the meaning of the words and to use them correctly. We will also teach you how to use the words you learn in different contexts. This will help you to understand the meaning of the words and to use them correctly. We will also teach you how to use the words you learn in different contexts. This will help you to understand the meaning of the words and to use them correctly.

valuable in regular reading and in remedial reading. Companion books to accompany attractive readers give an abundance of practice in such study. The accompanying teacher's manual gives material to be used on the blackboard in games and drills or on mimeographed sheets.

Children may have made interesting lists of words such as beautiful words, new words, or sentences with use of two, too and to.

When a pupil first attempts to learn a word, he must react to its characteristics in such a way as to enable him to recognize the word form and distinguish it from others. There are doubtlessly many techniques employed in studying new words though they may be difficult to detect in the reading of children. Beginners in reading may become aware of bell, ball, hall, or base, chiefly by contour. This type of word recognition is also inadvisable. Recognition of isolated syllables must be combined with the ability to break-up unknown words into parts.

Deaf children who are incapable of utilizing phonetic aids will use more diverse ways of recognizing words than the child who has good hearing.

For voice training in remedial or regular reading, the teacher may prepare numerous interesting things to do, similar to the following:

The first part of the report deals with the general situation in the country and the progress of the work of the Commission. It is followed by a detailed account of the work done during the year, and a summary of the results achieved.

The second part of the report deals with the work of the Commission in the various fields of its activity. It is divided into chapters dealing with the work of the Commission in the field of education, science, culture, and social work.

The third part of the report deals with the financial situation of the Commission and the work of the various departments. It is followed by a summary of the results achieved in each of the various fields of activity.

The fourth part of the report deals with the work of the Commission in the field of international relations. It is followed by a summary of the results achieved in each of the various fields of activity.

The fifth part of the report deals with the work of the Commission in the field of public relations. It is followed by a summary of the results achieved in each of the various fields of activity.

"I am going to the mountains, Monday.
I am going to the mountains, Monday.
I am going to the mountains, Monday."19

Charts containing phrases may be prepared. The children will be allowed to see several words at once. Cards with one word may be used for a period of time, then cards with two words, and later cards with three words. Finally, cards with short sentences may be used.

Phrases may be printed on the board, and a shade can be fastened to the top of the board to be lowered quickly over certain phrases, or raised for the children to read at a glance.

Sentences on the board may be read by phrases.

There is no limit to the number of games to be played in matching phrases that are printed on the board. Or, the teacher may read a phrase and have the children find the phrase in the book they hold.

Words such as the following should be used in games and activities for word study: bread, clock, bed, ball, orange, desk, chart, meat, pictures, fruit, potatoes, table, baby, cradle, apples, teacher, marble, train, horse, board, pencil, paper, chalk, car, automobile, pen, chair, basket, book, kiddie-car, and mule.

Later they may be written on the board again and used

19. Arthur S. Gist, and William A. King, The Teaching and Supervision of Reading, p. 55.

"I am going to the mountains, Monday.
I am going to the mountains, Monday.
I am going to the mountains, Monday."

These concluding phrases may be preserved. The same

group will be allowed to not several words at once. Groups
with the word may be read for a portion of time, then groups
with two words, and later groups with three words, etc., until
groups with about six or seven words.

Phrases may be dictated on the board, and a check can be
fastened to the top of the board so be turned quickly over
certain phrases, or a book for the children to read at a
glance.

Sentences of the board may be read by phrases.
There is no limit to the number of phrases to be dictated
in reading phrases that are written on the board. Of the
teacher may read a part or all have the children read the
phrases in the book they hold.

Words such as the following should be read in order as
suggested for each child: bread, cloth, bed, well, orange,
desk, chair, card, distance, fruit, sea, water, boat,
order, paper, water, water, water, water, water, water,
paper, chair, card, distance, fruit, sea, water, boat,
table-top, and table.

Later the teacher may dictate the following phrases:

12. The teacher may dictate the following phrases:
The teacher may dictate the following phrases:

for silent reading:

1. The names of three things you can eat or would like to eat.
2. The names of four things you can see in this room.
3. The names of three things you can remember having at home.
4. The names of two things that are round like a ball.
5. The names of three things with which you can write.
6. The names of two things on which you can write.
7. The names of two things on which you can ride.²⁰

Envelopes may be prepared containing four or five cards. There may be enough for each child to have an envelope or the work may be carried on by groups. On each card is written a description of some object, for instance:

I live in the water.

I swim very fast.

I am good to eat.

Draw my picture.²¹

To help eliminate miscalling sight words, words may be arranged in like and unlike (but similar) pairs:

of	or	if	it
an	on	them	then
were	where	and	an

20. Laura Gillmore Smith, Some Primary Methods, p. 92.

21. Ibid., p. 94.

MEMORANDUM FOR THE RECORD

- 1. The first item is a report from the...
- 2. The second item is a report from the...
- 3. The third item is a report from the...
- 4. The fourth item is a report from the...
- 5. The fifth item is a report from the...
- 6. The sixth item is a report from the...
- 7. The seventh item is a report from the...
- 8. The eighth item is a report from the...
- 9. The ninth item is a report from the...
- 10. The tenth item is a report from the...

Very truly yours,
 [Signature]

Approved: _____
 Special Agent in Charge

Approved: _____
 [Name]

Each child should have a paper with the word list, and check the like pairs.²²

Using the imagination in drill work can turn it from a dull, drab lesson to one of an entirely different atmosphere. The teacher may "sell" flash cards to the children as tickets to a circus. If the child knows his "ticket" he takes his seat in an imaginary tent, ready for the circus performance. The circus can be changed to an airplane the next day, or the children may go shopping and move from one store to another if they know their card.

A class newspaper is one of the very best activities for supplementing reading material. Much of the "news" will first be worked out on the blackboard and then transferred to paper by the teacher.

Interesting blackboard reading lessons may be planned, using children's basic reading vocabulary and the initial consonants as they are introduced. Children will read the sentences putting words in the blanks, for example:

1. S _____ likes to sun.
2. The s _____ comes up every morning.
3. Baby likes to s _____.

Children may on another day draw pictures of words that are omitted in sentences:

22. Ibid., pp. 104-106.

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1. Father rides to work in a b_____.
2. Baby has a big red b_____.
3. I sleep in a b_____.
4. I read in a b_____.

The type of work shown above should be used for each consonant sound, giving thereby opportunity for the children to develop ability to hear initial, final and medial consonants. Incidentally, the reading vocabulary will be increased.²³

Children should be taught to listen carefully as words are pronounced, so that they may learn to recognize blended consonants. In using words such as the following, the teacher may ask the children to repeat the words softly as she pronounces them.

step	stand	sting
stone	stick	stamp

A classroom teacher who has had experience with many reading texts can usually form rough estimates of the difficulty of a book by reading it through and studying a few of the pages carefully. In evaluating basal readers, she will find the page-by-page list of new words given in many recently published books to be helpful. The choosing of a book for an individual child can be done by the teacher's estimating its difficulty. She should have the child read a few sample selections from the

23. Ibid., p. 108.

1. Father likes to work in a b.....
2. Baby has a big red b.....
3. I sleep in a b.....
4. I read in a b.....

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book and tell her which words he does not know. A book intended for remedial reading should not have more than two or three words in a hundred running words that are unknown to the child.²⁴

In addition to the level of the material, the character of the material must be selected to incite greater interest. In remedial work it is especially important to provide the encouragement to learning which a taste of attractive materials may provide. The types of content and practice exercises found generally to be successful can be selected with confidence for remedial reading.

In remedial reading there should be some device for measuring a pupil's achievement each day, and thereby make possible a statement of progress. The daily achievements should be recorded in graphic or other form so as to indicate the curve of improvement.²⁵

Such records the teacher may utilize as means of further diagnosis, of discovering in which particulars the pupil errs and in which he requires further experience. The pupils themselves may be taught to check their own errors and to seek for their causes. Checking should have motivation. If children are dishonest or cheat, they discover that difficulties are the concomitants of self-checking.

24. Albert J. Harris, How to Increase Reading Ability, p. 204.

25. Ibid., p. 206.

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Summary

Remedial instruction is a thorough, systematic and efficient teaching procedure which is aimed at correcting difficulties in the reading program. It is a part of the regular reading program. It is nothing but good effective teaching. It is more thoroughly, more systematically and more efficiently done. Through suitable remedial programs, most cases of reading failures or retardations can be corrected or greatly improved.

The reading level and retardation of each child should be computed and individual defects noted. The teacher should study the child continually. The most valuable means of discovering minor difficulties in the classroom is teacher observation. The child must be directed to materials which are easy and interesting to him. The teacher's attitude should be optimistic and encouraging. The pupils should be provided with material of the appropriate level of difficulty. An abundance of varied types of books and exercises should be available for a well-rounded program of reading.

A class newspaper may be used to good advantage in the supplementary reading program. In remedial work it is especially important to provide the encouragement to learning which a taste of attractive materials may provide.

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The reading level and retardation of each child should be computed and individual defects noted. The teacher should study the child carefully. The next viable means of determining minor deficiencies in the classroom is teacher observation. The child must be directed to materials which are easy and interesting to him. The teacher's attitude should be optimistic and encouraging. The child should be provided with material of the appropriate level of difficulty. In consequence of varied types of defects, exercises should be available for a well-rounded program of reading. A class newspaper may be used for good stories in the supplementary reading program. In certain cases it is especially important to provide the encouragement to learning which a taste of attractive material may provide.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Correct methods of teaching reading assume great importance when it is realized that reading is the most important subject in the elementary curriculum.

In view of the different abilities of the students, it is difficult for the teacher to instruct in reading en masse. Each child requires individual attention according to his needs and abilities.

There are many causes, organic and otherwise, which result in poor reading. One important factor causing difficulty in reading, results from beginning reading before the child is physiologically or mentally mature enough to master it.

Learning to read should be a meaningful process and certain essential principles observed:

1. There should be a definite attack on learning to recognize words.
2. Written symbols should be introduced through units of words, phrases, etc., and
3. Motivation should be definite.

Successful reading accomplishment is a very complex process. Even in the modern school, the obligation to teach children to learn through reading is its outstanding tech-

CHAPTER V

SUMMARY AND CONCLUSIONS

INTRODUCTION

Correct methods of reading are essential for the development of the child's mind. It is not enough to know the letters of the alphabet, but the child must be able to read with understanding and interest. In view of the importance of this subject, it is necessary to study the various methods of reading and to determine which is the best for the child. This study will be made in the following chapters.

There are many methods of reading, but only a few are really good. Some are based on the idea of the "phonetic method," which teaches the child to read by sound. Others are based on the "visual method," which teaches the child to read by sight. The best method is the one that is most natural to the child and that gives him the most pleasure in reading.

It is important to remember that the child's mind is like a sponge. It absorbs what it is given. If the child is given a good method of reading, he will learn to read easily and enjoy it. If he is given a bad method, he will learn to read with difficulty and without interest. Therefore, it is essential to choose the best method for the child.

The purpose of this study is to determine the best method of reading for the child. It will be found that the best method is the one that is most natural to the child and that gives him the most pleasure in reading. This method is the one that should be used by all parents and teachers.

nical function. Learning through reading is the largest circle of experience into which the child reaches. If the children are forced to read materials that are uninteresting to them, the teacher builds only unhappiness, boredom, and distrust of reading as an enjoyable experience.

When diagnosis has revealed a deficiency in reading, remedial instruction should be undertaken to improve abilities. Remedial instruction consists in setting up the maximum intensity of specialization to meet individual needs and individual differences. Through an adequate program, most cases of reading failures or retardation can be corrected or greatly improved. Remedial instruction should be nothing more than good effective teaching.

Much depends on the resourcefulness and ingenuity of the teacher. In addition, the teacher of remedial reading must be a keen observer of her students in order to detect immediately any reading deficiencies.

A child's progress through school and success later in life is directly proportional to his achievement in reading and his ability to comprehend and to interpret what he has read. Therefore, the importance of a good remedial reading program, which would enable those deficient in reading to secure this ability to comprehend, cannot be stressed too strongly.

... learning through reading as the major
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... because the child's progress is measured by the amount of
... at the end.

Conclusion

The following conclusions were drawn after a careful analysis of the foregoing material.

It may be concluded that mass reading is responsible for difficulty and failure in reading since reading is difficult to teach by group methods. Some of the other factors responsible for reading difficulties are:

1. Organic defects due to deficiency in visual perception, visual imagery, or visual memory, to visual memory span, poor recognition memory and to weak power of auditory analysis and the like.¹
2. Beginning reading before the pupil is physiologically or mentally mature enough to master it.²
3. Failure to acquire one or more techniques or skills involved in reading.³

From the very beginning, learning to read should be a meaningful process. The child must have the proper stimulation and must have a real purpose in reading which makes comprehension essential to the feeling of success. The reading provided should be easy enough for natural reading but should be thought provoking. The child should always be encouraged to read to find out something. As a test of his ability to read, he might be encouraged to relate the story

1. Supra, pp. 9-10.

2. Supra, pp. 10-11.

3. Supra, pp. 11-12.

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1. Survey, pp. 9-10.

2. Survey, pp. 10-11.

3. Survey, pp. 11-12.

to the teacher or to the class, or, to conduct a discussion concerning it. The pupil should never be asked to read a selection merely to prove he can read it.

It may be concluded that by taking the simple precaution of not giving children formal reading instruction until they are ready for it, much retardation in reading can be prevented.

Reading readiness depends upon a large number of characteristics including intelligence,⁴ visual and auditory perception,⁵ language development,⁶ background of experience and social behavior.⁷

In regard to the remedial reading program, the children should be classified into instruction groups after intelligence tests and reading tests⁸ have been administered and the results carefully analyzed.

After diagnosis and classification of the children, definite objectives and procedures for the remedial reading program must be set-up in order to produce effective results. The major objectives should be:

4. Supra, pp. 17-18.

5. Supra, pp. 18-19.

6. Supra, pp. 19-20.

7. Supra, p. 21.

8. Supra, pp. 27-29.

the teacher or the student of the subject of the course. The teacher is the one who is responsible for the learning process. The student is the one who is responsible for the learning process.

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- 3. The teacher is the one who is responsible for the learning process.
- 4. The student is the one who is responsible for the learning process.
- 5. The teacher is the one who is responsible for the learning process.

1. Discovery and correction of visual, auditory and other physical defects.
2. Provide rich and varied experience as a background for comprehension.
3. Provide training in the perception of similarities and differences in visual forms.
4. Develop a wide speaking vocabulary.
5. Provide training in accurate pronunciation and correct English.
6. Development of a desire to read.

Proper motivation may be supplied by attractive and interesting books which are placed in a light and inviting room. The atmosphere must be wholesome and conducive to pleasant reading experiences. In addition to the use of books in the reading corner, or reading room, interest may be developed by other methods such as:

1. Pictures accompanying stories.
2. Labelling of various items in the room.
3. Bulletin Boards with attractive reading displays.
4. Class newspaper.

Happiness in the school situation is vitally important to reading. The child must be assured some degree of success if he is to attain high achievement in reading.

Not all students learn to read with the same degree of efficiency. Therefore, for those who are slow at learning, a remedial reading program is necessary. This remedial teaching should correct weaknesses, remove inappropriate habits,

or substitute a good technique for a poor one.

There should be a proper schedule for remedial instruction as it cannot be effective without a definite place in the program. However, it should not be substituted for enjoyable activities. It must be handled in such a way that it is not embarrassing to the pupil, and the time allowance for the work must be generous and sufficient.

The teacher who has had plenty of experience with many reading texts should be able to classify accurately the difficulty of reading materials. A teacher with plenty of initiative may choose to write her own material or make up readers from former selection in books, magazines, etc. The teacher must begin on the child's level and help him to progress. He must constantly be made aware of the fact that he is making progress, not in comparison with the other members of the class, but in connection with his own previous attainments.

It is now recognized that most of the other subjects in school are based on good reading. Therefore, the child who has mastered his reading difficulties comes nearer to mastering other school subjects.

or substitute a good technique for a poor one. There should be a proper schedule for each of the lessons as it cannot be effective without a definite plan in the program. However, it should not be substituted for any definite activities. It must be planned in such a way that it is not embarrassing to the pupils, and the time allowance for the work must be generous and sufficient. The teacher who has had plenty of experience with many reading texts should be able to classify accurately the difficulty of reading materials. A teacher who plans of imitative may choose to write her own material or select material from former lessons in books, magazines, etc. The teacher must begin on the child's level and help him to progress. He must constantly be made aware of the fact that in a reading program, even in connection with the other lessons of the class, but in connection with his own previous attainments. It is not necessary to read each of the other subjects in school are based on reading. Therefore, the child who has mastered his reading activities comes nearer to mastering any other school subjects.

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